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ABSTRACT

An evaluative report of a single school guidance counselor's professional efforts as an itinerant rural school counselor in four rural Maine schools is presented. Findings are limited to the following areas: counseling, use of media, vocational guidance, community agencies, working with teachers, working with children, research, public relations, testing, and general evaluation of the itinerant counselor. Recommendations for each area are given. Survey results for 1967-70 describe the feelings of students, principals, and teachers as related to the "one-man" guidance program, which was funded under Title III of the Elementary and Secondary Education Act. (AI)

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EVALUATION OF A COMPREHENSIVE GUIDANCE AND COUNSELING SERVICE FOR RURAL MAINE COMMUNITIES*

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James J. Muro**
Evaluator
1970

During the recently completed school year, the comprehensive guidance program for rural school communities was somewhat hampered by the lack of funds necessary to hire two full-time people for the extensive and divergent number of activities that were carried on by Mr. Vern Hunter, the counselor in charge of this project. As noted in an earlier evaluation, the scope of the program goes beyond what would normally be considered guidance in most public schools. Mr. Hunter concentrates his efforts upon meeting student needs as he sees them in these rural Maine communities. In this respect, Mr. Hunter is at one time counselor, social worker, educator, and in many cases a parent surrogate. This, of course, does not represent an optimal condition since the wearing of too many hats delimits the effectiveness of any one particular function. Nevertheless, under the conditions, he could do little else. Those familiar with the problems of rural Maine are well aware of how desperately large numbers of these children need the personal involvement and concern of an adult who cares for them as individuals. The amount of money spent on this program could indeed be considered minimal in terms of the number of children that are effected in positive ways by his efforts. My understanding is that further funding for this project is not forthcoming -- a situation that should be

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of concern to those areas that were served. Pupil personnel programs require time for implementation, and during the several years Mr. Hunter has been involved, there appears to be a growing awareness and use of his services by parents, teachers, and children. One almost feels that the hand of help has been extended to these people and then withdrawn prior to the time when its full impact could be realized. At this juncture, this evaluator would like to recommend continuance of this program, if at all possible.

Mr. Hunter, through consultation with this evaluator, has formulated a three-pronged assult on the forces that shape the lives and perhaps the destiny of the children. He has attempted to work with the significant adults who influence these children through his parent and teacher contacts. In addition, he has intervened directly into the children's lives through his individual and small group counseling and his classroom group activities. Since he visits each school only once a week, his efforts are necessarily somewhat diluted. Yet, for the most part, he represents the sole specialized assistance many of these children receive. The loss of the social worker who was an integral part of the original proposal has weakened the impact that the program has been able to make on the parents of these rural children.

Planned intervention of specialists into the lives of children is based upon the assumption that such intervention will produce positive behavioral change -- change that will enable each youngster touched by the efforts of the counselor to come closer to the use of his optimal potential. With a

single counselor serving four communities on an itinerate basis, this is a tall order; nevertheless, Mr. Hunter appears to have been able to accomplish more than could be expected in terms of "saving" potential dropouts or delinquents. Perhaps the time is now ripe for a follow-up evaluation of those affected by the program. (See section on general recommendations.)

Areas of Strength in the Program

1. Counseling: Much of Mr. Hunter's time during the last year was involved in the counseling of children. Counseling sessions centered on adjustment, educational-vocational adjustment, advisory, and included the more direct assistance of specific assistance with high school courses.

Recommendation: The counseling service is excellent and should be continued. The program works on a philosophy of guidance for all, and it would appear beneficial to expand this service. Mr. Hunter's efforts to secure volunteer para-professional parental help from parents was not successful since most mothers were either working or hoping to work. Yet, more direct one-to-one and small group involvement would be extremely valuable. Perhaps the counselor could explore this possibility with the service clubs in the Camden-Rockport area, if further funds are forthcoming. The school system of Auburn, Maine has developed an excellent model for volunteer

help that could be adapted to the Camden situation. Perhaps group counseling should also be increased as well as the addition of "Glassarian classroom meetings" to further maximize adult and child involvement.

2. Use of Media: An examination of this program reflects the counselor's continued efforts to use educational media.

   Recommendation: If at all possible, perhaps some programmed instruction might be incorporated into ongoing classroom sessions.

3. Vocational Guidance: Since the inception of this program, the counselor has made effective use of vocational materials. This is a strength of the program in a rural area where children receive minimal help.

   Recommendation: Two relatively new projects have been developed that might be of use in this area. Dr. George Leonard, of Wayne State University, has developed guidelines for the implementation of vocational guidance in elementary schools that could be modified for the Camden area. In addition, Dr. William Goff has developed materials for Ohio schools that could be used in this program. If teachers could be encouraged to assume more

responsibility for vocational development, perhaps some counselor time could be saved for other duties.

4. Community Agencies: Mr. Hunter has made more effective use of community agencies -- including the professional and health care -- than any other counselor with whom I am acquainted. This program should be continued.

5. Work with Teachers: There is much evidence that Mr. Hunter is attempting to work affectively with teachers. In addition, they appear to be supportive of this program.

   Recommendation: Since Mr. Hunter is one individual, perhaps future attempts should be made to have teachers take over more of the "guidance" functions. An excellent first step would be the incorporation of the "Methods in Human Development" approach by Bessell and Palomares. This involves the direct teaching of mental health concepts to children. In addition, some effort might be made to involve teachers in an expanded program of child study coupled with some in-service education under the direction of Mr. Hunter.

6. Work with Children: Even though Mr. Hunter is now working alone, he has continued to maintain parent conferences.

Recommendation: If at all possible, this program should be continued.

7. Research: The base line data gathered by Mr. Hunter is an indication of strong support for this program. The results of his survey show that pupils and staff are well aware of his work.

Recommendation: Perhaps the time has arrived for a behavioral examination of the project. Some pre- and post-testing should be done to evaluate objectives and measure specific behavioral change.

8. Public Relations: Mr. Hunter has given the program good publicity. This should be continued.

Recommendation: An article for a national journal -- such as the Elementary School Guidance and Counseling Journal -- should be developed and submitted for publication.

9. Testing: The testing program is sound and extensive. It should be continued.

Recommendation: Some assessment needs to be made about the impact of tests on pupils and teachers. In addition, Mr. Hunter appears to be quite capable in the area of learning disabilities. Could in-service training be provided to help teachers use the Detroit, Illinois, Frostig, and other measures of specific learning disability.

10. General: As the program has developed, Mr. Hunter has proved he is more than capable to handle this difficult job. He responds well to suggestion and has attempted to implement some services that he and I have discussed. Overall, this is a fine and far reaching program. Perhaps a follow-up study of students involved with Mr. Hunter is now in order. This should be a subjective study of how they feel the program has helped them. I would be sorry to see this program discontinued. In my opinion, it should be funded by some source, and perhaps an appeal should be made to the communities involved to ask for more local support. The program is unique, broad in scope, and definitely meets some pressing local needs. The Camden-Rockport area is to be commended for their foresight and innovation. If anything, the program needs expansion via increased personnel rather than curtailment.

Third Survey Made to Determine How Students Perceive
A Comprehensive Guidance and Counseling Service for Rural
Maine Communities - Title III

In May of 1970 the third annual Student Opinion Survey was completed by pupils served by a A Comprehensive Guidance and Counseling Service for Rural Maine Communities - Title III. Like the previous Surveys it was conducted for the purpose of determining the perception of pupils with regard to the counseling objectives which were tentatively established when the Program began operation. Exactly the same form was administered as was used in 1968-69, but the counselor administered all tests this year. There was still a tendency toward multiple answer, especially at Junior High level. As pupil response changed in 1968-69 with the advent of a man counselor with a counseling point of view in place of a woman with a social point of view, so it has changed again as this year the program has had only one counselor working with the pupils - and of necessity there was greater emphasis on group contacts.

For Sub-primary through Grade Four where much emphasis is placed on attitudes, values and responsibilities, we found that the following percentages responded that: (Sub-primary omitted in 1968-69 and 1969-70.)

1969-1970		1968-1969		1967-68	
93.75%	(-)	97.07%	(+)	92.78%	The counselors can help us understand more about school.
82.29%	(-)	84.39%	(-)	89.69%	The counselors can help us understand why we sometimes have trouble with our school work.
omitted		omitted		73.19%	The counselors listen to children more than they talk to them.
93.22%	(+)	91.7%	(+)	82.47%	I know I can tell the counselor things I don't want anyone else to know.
94.27%	(-)	97.07%	(-)	98.96%	The counselor tells me the truth.
95.83%	(-)	96.59%	(+)	93.37%	I tell the truth to the counselor.
98.%	(+)	88.07%	(-)		(Grades One through Six) knew the counselors' names.
				95.19%	(Grades Sub-primary through Six) knew the counselors' names.

1969-1970	1968-1969	1967-1968	
92.66% (+)	78.35%	omitted	felt they were in the counselors' office because they were sent for.
7.33% (-)	11.34%	omitted	felt they were talking with the counselor because of their own request.
25.68% (-)	52.57%	omitted	felt they could see the counselor whenever they wanted, but many indicated that they might want to see a counselor on a day other than the one day a week he was available. (Many more pupils this year have indicated that they felt seeing the counselor individually wasn't left for them to choose.)
92.66% (+)	91.75% (-)	All	felt the counselors help them understand more about school.
98.16% (+)	93.81% (+)	92%	felt the counselors help with self-understanding.
91.74% (-)	94.84 (+)	92%	felt the counselors can help a pupil understand why he is having trouble in some subjects and not in others. (This is an area in which this particular counselor feels that group counseling definitely doesn't reach some pupils.)
94.49% (+)	86.38% (-)	94.3 %	felt the counselors would help a new pupil adjust to new school experiences.
84.40%	84.53% (-)	89.7%	felt the counselors help with job information. (This figure represents a 9.57 increase over this year's Second through Fourth Graders. In 1968-69, 84.53% represented a 10.5% increase over the Second through Fourth Graders.)

With the Seventh and Eighth Graders a subjective, rather than objective, inventory was again taken. Job information work was done in conjunction with English classes, using SRA materials - and since there were no personal representatives speaking, job information was questioned only as: "The counselor can help with getting information about jobs." 97.89% answered in the affirmative.

11.57% (-)	23.5% (-)	26.08%	preferred to talk to the counselors about a problem.
1 pupil	8.8% (-)	9.8%	preferred to talk to their teachers.
17.8%	omitted	omitted	would talk to friends.
35.7%	omitted	omitted	would talk to parents.
18.9%	omitted	omitted	would talk to several people.
13.6% (-)	17.6%	omitted	would talk to no one.
6.31% (-)	19.6% (+)	16.3%	thought those who see the counselors are people with problems.
64.21% (+)	63.7% (+)	17.4%	expressed that those who see the counselors are in need of help.

1969-1970		1968-1969		1967-1968	Second through Fourth Graders
37.41% Yes 59.18% No 3.41% uncommitted		44.15% 55.85%		38% 62%	The counselors work with children just one at a time. (Children in these grades have actually received more group work each year.)
75.51%	(-)	83.1%	(-)	89.8%	realized that one can see the counselor without a problem. (It was observed at the time of the first Survey that First Graders were especially unaware that a problem was unnecessary if one wanted to see a counselor, so a special effort was made during 1968-69 to acquaint that grade with guidance services; thus 66% of that age group realized one could see the counselor without a problem in 1968-69. However, with only one counselor and the emphasis on group counseling, only 40% of the 1969-70 First Graders are aware of this fact.)
87.75%	(-)	92.85%	(+)	90.74%	realized that the counselors will help a pupil adjust to new school experiences. (This year the counselor has made no special effort in this area, feeling the time to be better spent elsewhere under the circumstances. It has been observable that the teachers have taken an initiative in this area of adjustment.)
74.83		74.03	(-)	84.25%	The counselor can help with getting information about jobs. (4.08% declined to answer or inferred that it depended on the situation; 21.09% were apparently unaware the counselor could provide job information. In 1968-69, 13.8% declined to answer or said it depended upon the job.
					In the Fifth and Sixth Grades where emphasis is shifting toward adjustment for life and living, and expansion of information about jobs and the use of liesure time it was found that:
					All pupils had talked with the counselor during 1969-70, but one claimed not to know him. In 1968-69 four (4) claimed not to know the counselors and four (4) claimed not to have talked with them. In 1967-68 all pupils knew the counselors and had talked with them.
					Response to the inquiry of what the counselor talked with the group about ran heavily to the films and filmstrips and their contents; health and related topics were also frequently mentioned.
89.9%	(+)	85.56%	(+)	78.4%	indicated that a problem was not necessary to have a talk with the counselors.

1969-1970		1968-1969		1967-1968	
50.52%		65.7 %		89%	felt that the counselors spent most of the time with pupils.
3.15%		5.8 %		omitted	felt most of the time was spent with teachers.
38.93%		omitted		omitted	felt most of the time was spent with groups of pupils.
30.52%	(-)	47.1%	(-)	70.6%	felt that they talked mostly about themselves when talking to the counselors.
		40.2%		omitted	felt they talked about "things."
44.21%					named school and related topics as their areas of greatest concern for guidance.
7.36%					felt they talked mostly about jobs and career opportunities.
17.9 %					were concerned with "things" or did not answer.
40%	(-)	76.4%	(-)	80.4%	stated that counselors could help most by giving advice, while
16.84%	(-)	17.6%	(-)	32.7%	expressed the feeling that to be listened to was important.
13.68%		omitted		omitted	stated that counselors could help most by talking with them as individuals.
7.14%					of the 1969-1970 Seventh Graders "Don't need help."
65.26%	(+)	58.8%	(+)	51%	thought the time spent with the counselors went by very fast.
None		2%		2%	thought the counselors' role should be one of getting them out of trouble.
56.56%	(-)	59.13%	(-)	65.8%	of pupils at all ages expressed a desire for more time to talk with the counselors.

THE WORK PRESENTED OR REPORTED HEREIN WAS PERFORMED PURSUANT TO A GRANT FROM THE U.S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

School Union Number Sixty-nine

A Comprehensive Guidance and Counseling Service For Rural Maine Communities - Title III

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PRINCIPALS OPINION SURVEY- SPRING 1968

Four (4) Principals participating from Hope, Lincolnville, Appleton, and Islesboro Schools.

	YES	NO	QUESTIONABLE
I. Do you feel that having a guidance counselor on your staff has been an advantage to the school's education program?	4		
2. Have you felt that there has been an improvement in attitude on the part of pupils who have been counseled?	3		1
3. Has the counselor been well accepted by the teachers?	4		
4. What do you consider to be the most important contribution of the counselor?			
Ans. Talking with children 2 Willingness to help. 1			
5. Has the counselor's role been largely crisis-oriented?	2	2	
6. Has the counselor been effective in establishing rapport between parents and schools?	2		2
7. Has the counselor established rapport between the school and community agencies?	1	1	2
8. Are group guidance sessions valuable?	4		
9. Has the counselor played an important part in the testing program?	4		
10. Has the counselor played(an important part) a major role in orienting new pupils?		2	2
11. Has the counselor been involved in research?	1	3	

Principals Opinion Survey - Cont.

	YES	NO	QUESTIONABLE
12. Has the counselor been involved in articulation with the junior high schools?	1	1	2
13. Has the counselor held many group parent meetings?	2	1	1
14. Do you feel that the counselor should do more with vocational guidance?	2	1	1
15. Has the counselor's presence on the staff had a positive influence on teacher growth in the understanding of children?	3	1	

School Union Number Sixty-nine

A Comprehensive Guidance and Counseling Service for Rural Maine Communities - Title III

PRINCIPALS OPINION SURVEY- SPRING 1970

Four (4) Principals participating from Hope, Lincolnville, Appleton, and Islesboro Schools.

	YES	NO	QUESTIONABLE	NO ANS.
1. Do you feel that having a guidance counselor on your staff has been an advantage to the school's education program?	3	1		
2. Have you felt that there has been an improvement in attitude on the part of pupils who have been counseled?	2	1	1 (sometimes)	
3. Has the counselor been well accepted by the teachers?	3		1	

4. What do you consider to be the most important contribution of the counselor?

Ans. 1. Secondary: College opportunities explanation
Elementary: Individual interviews with each student- including the youngest.
2. To help the child. The child should be able to solve his own problem with guidance.
3. To counsel with the individual students, provide record service and interpretations, and knowing guidance resources.
4. No answer from the principal with the most negative responses.

5. Has the counselor's role been largely crisis-oriented?	0	2	1	1
6. Has the counselor been effective in establishing rapport between parents and schools?	2	1	1	
7. Has the counselor established rapport between the school and community agencies?		1	2	
8. Are group guidance sessions valuable?	3	1		
9. Has the counselor played an important part in the testing program?	3		1	

1 answered: No real problem areas

1 answered qualified: it depends upon the individual working

1970 Principals Opinion Survey - Cont.

	YES	NO	QUESTIONABLE	NO ANS.
10. Has the counselor played a major role (or an important part) in orienting new pupils?		2		
1 YES -qualified to important 1 - number of new students very small.				
11. Has the counselor been involved in research?	2	2		
12. Has the counselor been involved in articulation with the junior high schools?	1		2	
1 - not applicable				
13. Has the counselor held many group parent meetings?	3		1	
14. Do you feel that the counselor should do more with vocational guidance?		2	1	
1 - not for grades 1 - 4				
15. Has the counselor's presence on the staff had a positive influence on teacher growth in the understanding of children?	3	1		

School Union Number Sixty-nine

A Comprehensive Guidance and Counseling Service For Rural Maine Communities - Title III

TEACHER OPINION SURVEY- SPRING, 1968

Sixteen (16) Teachers participating from Hope, Lincolnville, Appleton, and Islesboro Schools.

Figure given indicates total number of checks on individual forms.

16 Teacher 1 Administrator 2 Counselor

Experience 2 1 year 5 2 to 5 years 9 over 5 years

Grade taught presently K 1 1 2 2 3 3 3 4 3 5 3
6 3 Other 4

[redacted]

College guidance courses you have taken:

12 Tests and measurements	2 Occupational Information
1 Individual counseling	8 Guidance Principles
1 Group Counseling	2 Social Work
15 Child psychology	7 Child Study
13 Child growth and development	8 Other

Indicate the approximate number of years a counselor has been on the staff where you have taught. 1 year 13 ; 7 years 1 ; 10 years 1 /

School Union Number Sixty-nine

TEACHER OPINION SURVEY - Cont.

This is a list designed to assess the relative importance of various factors in the elementary guidance program.

These results will assist the staff and administration in adjusting the elementary guidance program activities. Your cooperation is greatly appreciated.

Teachers familiar with the present program should make responses based upon their experiences.

Teachers not familiar with the program should respond in terms of their concept of what the program should encompass.

Please use the five point continuum from

More Important		Average		Less Important
A	B	C	D	E

Circle a letter to indicate the relative importance of various factors of the program. NUMBER INDICATES TIMES THE LETTER WAS CIRCLED.

	A	B	C	D	E
1. Flexibility in the counselor's program so as to meet varying conditions.	8	6	2		
2. Amount of time counselor is scheduled for each building.	2	6	4	3	1
3. Counselor's understanding of the school community.	10	5	1		
4. Amount of time spent for individual counseling.	7	6	3		
5. Cooperation with other specialists (e.g. school psychologists, nurses, etc.)	8	5	3		
6. Counselor's communication with the teacher and others after a child has been referred.					
7. Counselor's ability to communicate with parents.	11	4	1		
8. Flexibility of counselor's time schedule	3	7	5	1	

School Union Number Sixty-nine

TEACHER OPINION SURVEY -Cont. Spring 1968

		A	B	C	D	E
9.	Time spent coordinating and assisting teachers with the standardized test program.	3	4	3	4	1
10.	Counselor's knowledge of child growth and development.	6	5	3		
11.	Orientation of sixth graders to the junior high school program.	5	3	3	3	1
12.	Counseling with groups of pupils to help them better understand problematic situations.	6	4	6		
13.	Communicating information to teachers concerning pupils' needs.	11	2	2		
14.	Helping teachers identify and make proper referrals of children who need special help beyond what the building staff can provide.	11	2	3		
15.	Conferring with parents at the request of the teacher or principal.	5	6	4		
16.	Assisting teachers to interpret cumulative record information to parents.	1	5	9	1	
17.	Utilization of counseling service for children.	6	8	2		
18.	Assisting teachers to prepare and present to classroom groups information concerning:					
	a. sex education	2	6	4	1	3
	b. mental health	3	5	5	1	2
	c. social relations (use role playing, sociometric devices, etc.)	3	7	3	2	1
	d. study habits, manners, honesty, etc.)	5	4	5	1	1
	e. concepts dealing with our working world.	5	5	3	1	1
	f. tests	3	4	7	1	1
19.	Prepare and participate in case studies.	4	8	2		2
20.	Counselor availability to teachers and pupils (i.e. assigned to the school staff rather than Central Office.)	10	3	3		

School Union Number Sixty-nine

A Comprehensive Guidance and Counseling Service for Rural Maine Communities - Title III

TEACHER OPINION SURVEY - SPRING, 1969

Sixteen (16) Teachers responding from Hope, Lincolnville, Appleton, and Islesboro Schools.

Figure given indicates total number of checks on individual forms.

Experience: 2 1 year 3 2 years 2 3 years 1 4 years 1 6 years
1 7 years 1 8 years 1 13 years 1 26 years 1 27 years
2 28 years

Grade taught presently: Special in 1 - 4 1 Remedial in 2 - 8 1
7 - 12 3 7 - 8 3 5 - 6 1 4 - 6 1
4 1 3 1 2 - 3 1 2 1
1 1 k - 1 1

This questionnaire did not ask what college guidance courses had been taken; neither did it ask how many years a counselor had been on the staff where the teacher worked.

Please use the five point continuum from:

More Important		Average		Less Important
A	B	C	D	E

in order to indicate relative importance of various factors of the program.
NUMBER INDICATES TIMES THE LETTER WAS CIRCLED.

	A	B	C	D	E
1. Flexibility in the counselor's program so as to meet varying conditions.	8	4	3	1	0
2. Amount of time spent for individual counseling.	3	7	6	0	0
3. Counselor's communication with the teacher and others after a child had been referred.	11	4	0	1	0
4. Time spent coordinating and assisting teachers with the standardized test program.	2	2	5	5	2

TEACHER OPINION SURVEY, 1969, COnt.

	A	B	C	D	E
5. Counselor's knowledge of child growth and development.	8	3	5	0	0
6. Counseling with groups of pupils to help them better understand problematic situations.	3	7	5	0	1
7. Communicating information to teachers concerning pupils' needs.	11	0	4	1	0
8. Helping teachers in identifying and making proper referrals of children who need special help beyond what the building staff can provide.	6	4	5	1	0
9. Conferring with parents at the request of the teacher or principal.	5	5	2	3	1
10. Utilization of counseling service for children.	6	6	3	1	0

School Union Number Sixty-nine

A Comprehensive Guidance and Counseling Service For Rural Maine Communities - Title III

TEACHER OPINION SURVEY - SPRING, 1970

Seventeen (17) Teachers participating from Hope, Lincolnville, Appleton, and Islesboro Schools.

Figures given indicate total number of checks on individual forms.

Experience: 2 1 year 8 2 to 5 years 7 Over 5 years

Grade taught presently:

1 K - 2	1 1	1 2	1 1 - 2
1 3	1 2 - 3	1 3 - 4	1 5
1 6	2 5 - 6	2 7 - 8	2 7 - 12

2 Remedial

College guidance courses you have taken:

9 Tests and Measurements	1 Behavior Problems
1 Group Counseling	1 Deviant Behavior
3 Child Study	1 Speech Therapy
14 Child Psychology	1 Child and Adolencent Psychology
10 Child Growth and Development	1 Abnormal Psychology
3 Guidance Principles	1 Psychology
1 Social Work	1 Vocational Guidance
1 Educational Psychology	1 None

Indicate the approximate number of years a counselor has been on the staff where you have taught:

2 1 year 2 2 years 9 3 years 1 5 years 1 7 years

2 no answer

TEACHER OPINION SURVEY, 1970 - Cont.

This is a list designed to assess the relative importance of various factors in the elementary guidance program.

These results will assist the staff and administration in adjusting the elementary guidance program activities. Your cooperation is greatly appreciated.

Teachers familiar with the present program should make responses based upon their experiences.

Teachers not familiar with the program should respond in terms of their concept of what the program should encompass.

Please use the five point continuum from

More Important		Average		Less Important
A	B	C	D	E

Circle a letter to indicate the relative importance of various factors of the program. NUMBER INDICATES TIMES THE LETTER WAS CIRCLED.

	A	B	C	D	E
1. Flexibility in the counselor's program so as to meet varying conditions.	6	4	6	1	
2. Amount of time counselor is scheduled for each building	2	4	7	2	1
3. Counselor's understanding of the school community	7	4	3	2	1
4. Amount of time spent for individual counseling.	6	8	3		
5. Cooperation with other specialists' (e.g. school psychologists, nurses, etc.)	8	5	3		
6. Counselor's communication with the teacher and others after a child has been referred.	11	4	2		
7. Counselor's ability to communicated with parents.	9	6	1	1	
8. Flexibility of counselor's time schedule.	3	6	7	1	
9. Time spent coordinating and assisting teachers with the standardized test program.	1	5	5	4	1

TEACHER OPINION SURVEY, 1970 - Cont.

	A	B	C	D	E
10. Counselor's knowledge of child growth and development.	11	3	3		
11. Orientation of Sixth Graders to the Junior High School program.	4*	3	7	2	
12. Counseling with groups of pupils to help them better understand problematic situations.	2	6	7	2	
13. Communicating information to teachers concerning pupils' needs.	9	6	2		
14. Helping teachers identify and make proper referrals of children who need special help beyond what the building staff can provide.	9	5	2		
15. Conferring with parents at the request of the teacher or principal.	6	6	5		
16. Assisting teachers to interpret cumulative record information to parents.	1	2	9	4	
17. Utilization of counseling service for children.	4	6	7		
18. Assisting teachers to prepare and present to classroom groups information concerning:					
a. sex education	1	2	7+	2	5
b. social relations (use of role playing, sociometric devices, etc.)	1	2	11	2	1
c. mental health	1	3	9	4	
d. study habits, manners, honesty,etc.)	4	5	7	1	
e. concepts dealing with our working world.	2**				
f. Tests		3	8	2	1
19. Prepare and participate in Case Studies.	2	3	10	2	
20. Counselor availability to teachers and pupils (i.e. assigned to the school staff rather than Central Office.)	5	5	6		

* This where the scholastic program starts to break down.
\+ According to area, attitude of parents, availability of properly <u>educated</u> instructor!
** One teacher thinks this the most important function of the counselor.

SCHOOL UNION NUMBER SIXTY-NINE

A COMPREHENSIVE GUIDANCE AND COUNSELING SERVICE FOR RURAL MAINE COMMUNITIES _ TITLE III
SURVEY OF SERVICES - COMPOSITE OF PROGRAM - SEPTEMBER, 1967 - JUNE, 1970

Services	LINCOLNVILLE	ISLESBORO	CAMDEN-ROCKPORT HIGH SCHOOL	HOPE	APPLETON	TOTAL
General/Introductory Interviews	206	149	143	224	205	927
Counseling						
1. Adjustment Counseling	208	141	490	108	108	1,055
2. Vocational Counseling	111	108	296	1	45	561
3. Personal Counseling	108	76	84	47	82	397
4. Academic Counseling	56	48	232	11	50	397
5. General Counseling	17		4	7	3	31
6. High School Planning	17	2			19	36
7. High School Registration	31		7 Eng. classes		19	50 Ind. 7 Classes
8. Schedule Planning/Changes			12			12
9. Financial			1			1
10. Occupational Information	6				1	7
11. Driver Education		7			1	8
12. Kuder Interpretation	24	4	1		3	32
13. Reading Problems				4	7	11
14. For Special Programs		2				2
15. Adult Group Counseling	2			1	3	6
Group Programs						
1. Educational Films showings	70	113	2	128	125	438
2. Sound Filmstrips	6	13		9	10	38
3. Filmstrips	9	9		9	7	34
4. Educational Slides	7	2			3	12
5. Cultural Enrichment	5	5		4	19	33
6. Discussions	62	119	9	71	162	423
7. Group Counseling	13	1	2	10	7	33
8. Occupational Exploration	65	17	1	7	29	119
9. High School Registration Info.	3				3	6

SURVEY OF SERVICES - COMPOSITE OF PROGRAM - SEPTEMBER, 1967 - JUNE, 1970. CONT.

Services	LINCOLNVILLE	ISLESBORO	CAMDEN-ROCKPORT HIGH SCHOOL	HOPE	APPLETON	TOTAL	
Group Programs, cont.							
10. A.F.S. Student Presentations	2	4				6	
11. Registration of First Graders				3 gr.	3 gr.	6	groups
12. High School Visitation Day	3				3	6	groups (3 days)
13. High School Activities Explanation	1				1	2	
14. Occupational - with teachers	1				1	2	
15. Islesboro P.T.A.		1				1	
16. Panel Discussion Participation						1	(SAD # 28)
17. Special Assembly (Business(		1				1	
18. Parent Meetings	7	4	1	5	3	20	
Testing - Pertainent results discussed with teachers:							
1. Binet	23	16	15	45	18	117	
2. Frostig		1	1	16	1	19	
3. Peabody Picture	10	6	2	18	15	51	
4. Slosson Intelligence	18	18	5	34	17	92	
5. Slosson Oral Reading	19	14	2	29	16	80	
6. Slosson Drawing Coordination	8	8	4	23	15	58	
7. Stanford Diagnostic Reading					1	1	
8. Otis & Otis-Lennon I.Q.	49	41	14	33	80	217	
9.Preliminary Scholastic Apt.		5				5	
10. NMSQT		3	23			26	
11.NMSQT Results Interpretation		2				2	
12. Language Aptitude	25				10	35	
13. Kuder General Interest	83	42	15	1	41	182	
14. Stanford Achievement		13				13	
15. Stanford Achievement Interpre.		4				4	
Professional Meetings	8	12	26	12	8	66	
				1 2da.		1	2day
NESDEC Conference on Speech at Bowdoin						1	week
NESDEC CONFERENCE ON LEARNING DISABILITIES						3	days
(Dissemination of material on Learning Disabilities - from this meeting)							
Individual Basis	7	15	12	7	4	45	
Group Basis	1	2	1			4	

SURVEY OF SERVICES - COMPOSITE OF PROGRAM - SEPTEMBER, 1967 - JUNE, 1970. CONT.

Services	LINCOLNVILLE	ISLESBORO	CAMDEN-ROCKPORT HIGH SCHOOL	HOPE	APPLETON	TOTAL
Parent Conferences	70	29	59	69	73	300 4 general
Home Visits	17	2	3	26	30	78
Consultations						
1. Principals	70	73	85	56	112	396
2. Teachers	269	217	257	229	247	1,219
3. Group Teacher Conferences	11	4	5	3	10	33
4. Superintendent's Office	3	6	61	4	20	94 + 2 general
5. Public Health				1		1 + 2 general
6. State Department for Title III	1	1	4	1		7
7. Dr. Muro						several
8. Dr. Drummond - Proposal Writing	1		1			2 days
9. Area Resources	15	6	29	13	25	88
10. Speech Therapist (Miss Collins)						20
11. State Dept. of Education						3
12. Parole Officer for Boy's Training		2				2
13. Other	24	35	97	41	22	219 + 4
Speech Defect Detection	4			6	5	15
Special Education Placement				2	3	5
Telezonia Training					6	6
C-R Guidance Dept. Staff Meetings			23			23
Field Trips	8	11	4	5	9	37
Dental Appointments	8	9	15	5	49	86
Vision Checks	9	5 1 repair	3	4	12	33 1 repair

SURVEY OF SERVICES - COMPOSITE OF PROGRAM - SEPTEMBER, 1967 - JUNE, 1970, CONT.

Services	LINCOLNVILLE	ISLESBORO	CAMDEN-ROCKPORT HIGH SCHOOL	HOPE	APPLETON	TOTAL
Glasses Purchased-Title III Funds	5 1 lens	3 1 repair	2	4 1 temple→_	6	20 1 repaired 1 lens a temple
Other Agency Referrals or Consultations						
1. Health and Welfare	5	4	29	3	20	61 + 1 general
2. Mid-Coast Mental Health Clinic	4		6		1	11 + 2 general
3. Vocational Rehabilitation	1	2	5			8 + 1 general
4. Pine Tree						
a. Speech	1	1		6		8 (3 for same child)
b.Perceptual				1		1
5. Undefined agency	8	5	3	11	6	34
UpWard Bound Contacts	1	18	4	1		24
Transcripts						
1. Vocational	2		13		3	18
2. College	2		15	1	2	20
Conventions or Conferences						2 3 (6 days) 3 general
Clothing Distribution/donations from Camden women	5	2	1	10	21	39
Program Promotion						
1. Group Basis	10	11	7	2	5	35
2. Individual Basis	3	3	12	7		25 + 2 general
Program Evaluation						2 general

SURVEY OF SERVICES - COMPOSITE OF PROGRAM -SEPTEMBER, 1967 - JUNE, 1970, CONT.

Services	LINCOLNVILLE	ISLESBORO	CAMDEN-ROCKPORT HIGH SCHOOL	HOPE	APPLETON	TOTAL
Classroom Observations	2	2	7	1	1	13
Field Trip Planning	3	5		5	2	15
Providing						
1. Occupational Information	7	3				10
2. Educational Information	3				1	4
Guidance Opinion Surveys						
1. Pupils	12 gr.	25 gr.		12 gr.	24 gr.	73 grades
2. Teachers						49 replies
3. Principals						8 replies
Paper Work (extra)	6	3	8	4	6	27
C-R Office Work			18 da.			18 days
In-Service Training						
1. All teachers						1
2. Classes attended by Project Staff	10		16		2	28 classes
						10 day Institute
3. Tour of US Air Force Academy						2 days
Project Information Dissemination						3 general
Special individual aid	1		1		1	3
Community Programs			2			2
Drop-Out Prevention Exploration			2			2
Emergency trips to Hospital for pupils			1	1	1	3
Maine State Employment [redacted] Contact						1 general
Scholarship Aid			3		1	4
Bulletin Board Displays		several				several

SURVEY OF SERVICES - COMPOSITE OF PROGRAM - SEPTEMBER, 1967 - JUNE, 1970. CONT.

Rural students enrolled in education beyond High School

Vocational	Lincolnville	Islesboro	Hope	Appleton	Total	Number of Seniors
1968	3	2	1	4	10	38
1969		1	3	2	6	28
1970	3			6	9	32
College - 4 Year						
1968	4	3	1	2	10	38
1969	5	1	2	3	11	28
1970	3			2	5	32